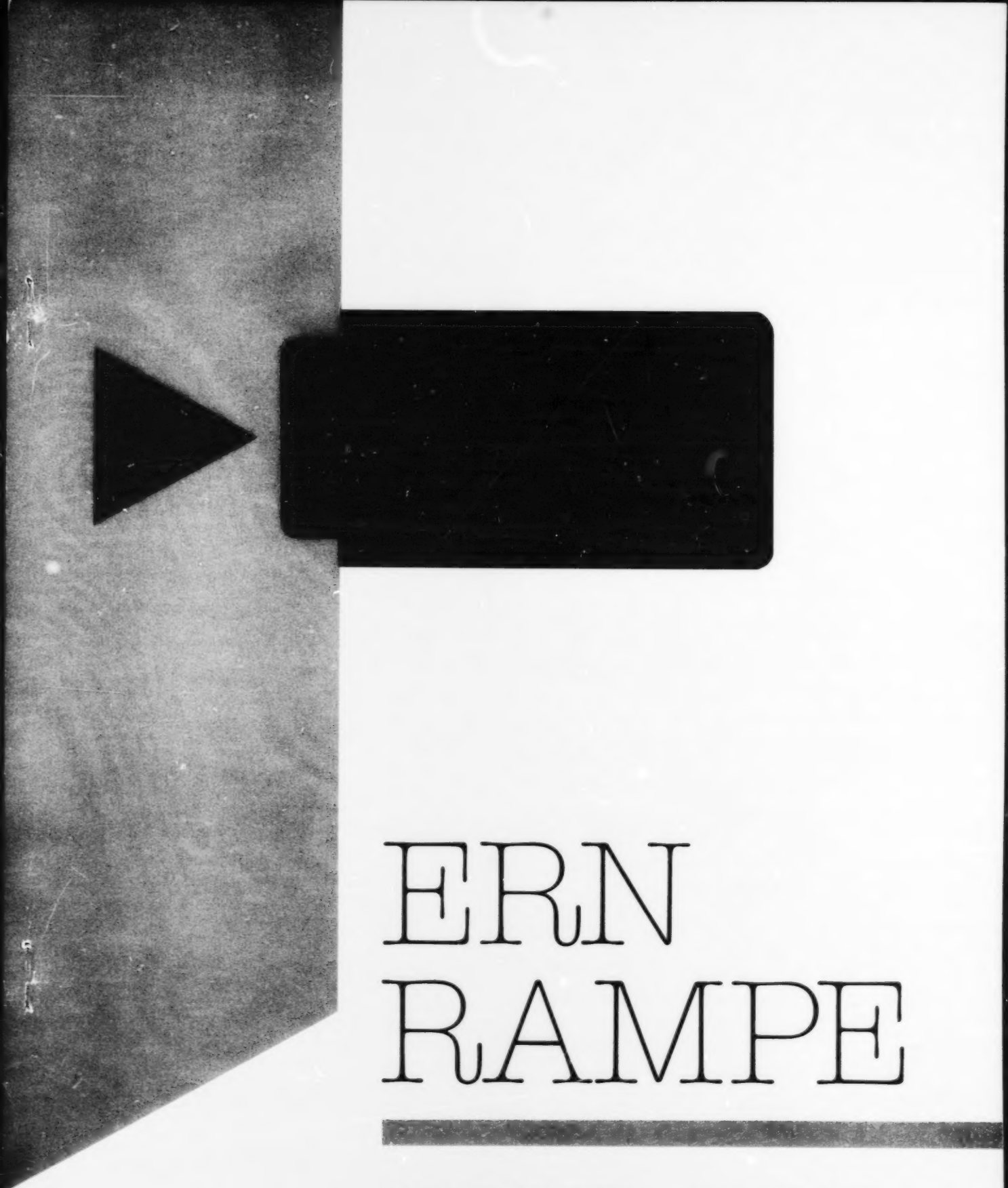

ERN RAMPE

THE CANADIAN COUNCIL ON SOCIAL DEVELOPMENT
LE CONSEIL CANADIEN DE DÉVELOPPEMENT SOCIAL

POLICY CONCEPTS

THE COOPERS & LYBRAND CONSULTING GROUP

Employability Resources Network

The Employability Resources Network (ERN) is a three-year demonstration project funded by Employment and Immigration Canada under the Innovations program.

ERN is the responsibility of three organizations: The Canadian Council on Social Development, The Coopers & Lybrand Consulting Group, and The Norton Group.

ERN's purpose is to explore and evaluate methods for helping unemployed people get off social assistance and back into the job market, through employability programs currently under way across Canada.

ERN will select at least 10 to 15 demonstration projects for an in-depth evaluation of the different approaches used to help social assistance recipients and others re-enter the labour force. It will assess the projects' effectiveness for different groups, such as older unemployed workers, women, native people, disabled persons, visible minorities and youth.

ERN will establish a standardized framework for evaluating employability enhancement projects. The framework will provide useful information not only for government policy-makers, but also for business, social service and employment agencies, and program administrators.

ERN will develop an information resource centre. It will include an inventory of national and international employment projects, an evalution data base and a documentation library. A communications network will serve organizations and individuals in the employment enhancement field.

The Employability Resources Network,
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Strategic Management Committee: Keith Norton, The Norton Group; Terrance Hunsley, CCSD; J.P. Herzog, Coopers & Lybrand Consulting Group
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Information Resources: CCSD
Demonstration Evaluation: Coopers & Lybrand Consulting Group
Quebec Liaison: CCSD (514) 288-1687

Ressources pour l'amélioration des possibilités d'emploi

Le projet Ressources pour l'amélioration des possibilités d'emploi (RAMPE) est un projet témoin d'une durée de trois ans financé par Emploi et Immigration Canada dans le cadre du programme Innovations.

Trois organisations assument la responsabilité de RAMPE : le Conseil canadien de Développement social, Coopers & Lybrand Consulting Group et Le Norton Group.

Le mandat de RAMPE est d'explorer et d'évaluer, dans le cadre de programmes d'amélioration des possibilitiés d'emploi ayant cours dans l'ensemble du Canada, différentes formules pouvant aider les chômeurs à se soustraire à l'aide sociale et à réintégrer le marché du travail.

RAMPE sélectionnera dix à quinze projets témoins pour évaluer minutieusement les différentes stratégies favorisant la réinsertion des assistés sociaux et d'autres personnes sur le marché du travail. Il appréciera l'efficacité des projets visant différents groupes tels que les chômeurs d'un certain âge, les femmes, les autochtones, les handicapés, les minorités visibles et les jeunes.

RAMPE élaborera un schéma d'évaluation destiné aux projets d'améloiration des débouchés. Ce schéma fournira des renseignements utiles non seulement aux décideurs politiques du gouvernement, mais aussi aux entreprises, aux organismes de services sociaux et d'emploi, et aux administrateurs de programmes.

RAMPE créera également un centre national de documentation. Celui-ci comprendra l'inventaire des programmes d'amélioration des perspectives d'emploi mis en place au Canada et à l'étranger, une base de données sur l'évaluation et un centre de documentation. Un réseau de communication sera à la disposition des organismes et des particuliers qui s'occupent de l'amélioration des perspectives d'emploi.

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Ressources documentaires: CCDS
Évaluation des projets témoins: Coopers & Lybrand Consulting Group
Liaison au Québec: CCDS (514) 288-1687

91-03629/

DÉJÀ VU

REPORT ON THE EVALUATION STUDY

OF THE DÉJÀ VU TRAINING PROGRAM

May 2, 1989

Edition I

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Published 1991.
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EXECUTIVE SUMMARY

This Executive Summary highlights findings and conclusions from the Evaluation Study of the Déjà Vu Training Program. The lessons learned from the Déjà Vu experience are directed at providing some general guidelines for the successful implementation and operation of a similar program for a comparable client group.

The key characteristics of the client group, for whom Déjà Vu was a successful intervention, included: severely employment and socially disadvantaged women, low self-confidence and self-esteem, isolated, lack of work-related skills, education and/or training, and long periods of unemployment.

Highlights

A significant strength of the Déjà Vu Training Program was its two pronged approach. It dealt with the social and personal barriers experienced by its client group, while providing the basic skills and training necessary for finding/maintaining employment or encouraging further work-related training/education. Follow-up statistics show that 63% of the sampled participants between 1987 and 1989 obtained employment within three months of program completion and a total of 75% within one year. Given that the funded project objectives encompassed not only placements in employment but also as students pursuing job training, these percentage rise to 78% and 88% respectively. These results lead us to conclude that the Deja Vu program assisted participants to gain employment. With respect to maintaining employment, a telephone survey we conducted this summer of a sample of the 1983-88 participants indicated that 47% were employed at the time of the contact and that a further 20% were students.

Training Place Hosts (TPHs) are a valuable resource for programs like Déjà Vu. First, they provide clients with practical, hands-on training and experience in a real work environment. Second, TPHs know what work-related skills and training are required for successful employment and can judge whether the program is producing "job-ready" graduates.

It is crucial for program staff to be well aware of other community resources so that they can refer clients for assistance (e.g., crisis intervention, drug/alcohol counselling), which might be beyond the scope of the program. This ensures that

clients have access to needed, and the best available, interventions.

Program staff must also be aware of and prepared to deal with "unintended" negative outcomes (e.g., existing family problems exacerbated by a client participating in the program). Déjà Vu handled this successfully by: discussing in a general manner with the client group potential family conflicts that might arise over the course of the program and suggesting ways to prevent or deal with them; being alert to signs of a client experiencing such difficulties; providing individual counselling where required; and/or referring the client to other services if necessary.

It is very important to maintain good files on each program participant, which contain background information, pre- and post-program assessments, participant outcomes and so forth. This allows the progress of individual participants and the program as a whole to be monitored/documented/measured.

Applicants for program funding should not underestimate the financial resources and staff required, in order to properly run the program and still be able to pursue other sources of funding to ensure continuation of the program.

Funding applicants must also ensure that the funding source is well aware of the value of retail training for program clients (e.g., it is a realistic starting point for severely employment disadvantaged people, it provides basic skills that are applicable in other areas) and that the success of the program encompasses far more than just retail training, but also includes essential life skills components, as well as confidence and self-esteem building. Therefore, program success must be measured by funding sources using a variety of criteria that go beyond clients obtaining employment.

The lack of multi-year funding severely impedes the ability of programs to attract highly qualified staff, is very stressful to existing staff, and can jeopardize valuable resources that contribute to the ongoing success of the program (e.g., Déjà Vu's store which served as a retail training site).

EVALUATION ISSUES AND SUMMARIZED CONCLUSIONS

Issues	Summarized Conclusions
1. Did the Déjà Vu Project assist participants in obtaining and maintaining employment	Yes
2. Did the Déjà Vu project strengthen personal sense of employment readiness?	Yes
3. Did the project end/reduce the participants' dependence on social assistance?	Some success
4. Do businesses providing on-the-job training hire graduates of the programs, or recommend graduates to other employers?	Minority will hire/ All will recommend
5. Was training offered in skills that could be used for existing job opportunities?	Yes
6. Did the project improve the participants' financial situation?	No
7. Do participants experience domestic problems as a result of the program?	A minority
8. Were targets achieved or, in the absence of pre-determined targets success rates monitored?	Yes
9. What were the costs of the program compared to Social Assistance?	Savings exceeded costs
10. Could program elements be strengthened/added/ deleted to increase the success rate?	Lifestyle

Issues	Summarized Conclusions
11. Would enhanced referrals to other programs at completion increase the ultimate success rate of the program?	No
12. Were the selection criteria and needs analyses adequate?	Opportunities to enhance
13. Do project participants stay with the project for the period planned? If not, why not?	Low drop-out rate

1.
INTRODUCTION

Purpose of the Study

An Evaluation Assessment of the Déjà Vu project at the Pinecrest-Queensway Community Services Centre in Ottawa was undertaken in the fall of 1988 and early 1989. This assessment laid the groundwork for a subsequent Evaluation Study, which was completed in April 1989.

The Déjà Vu Evaluation Assessment and Study were completed as a part of a series of evaluations being conducted under the Employability Resources Network (ERN) Initiative. The overall purpose of such evaluations is to determine:

- the success of selected employability enhancement programs in helping welfare recipients become more employable;
- the relative costs and benefits of such demonstration projects; and
- alternative means of project delivery.

Information from the Déjà Vu and other evaluation studies is first intended to identify what type of interventions are effective in helping Social Assistance Recipients (SARs) obtain/maintain employment, and ultimately, to input into policy formulation and program design.

Overview of the Déjà Vu Project

Déjà Vu is a six month training program designed to assist the job re-entry process of women who are not currently job-ready due to a lack of specific skills, insufficient education and training, and no recent employment experience. The specific objectives of Déjà Vu are as follows:

- To increase participants' self-awareness with respect to their own skills and career goals;
- To build confidence and self-esteem;
- To improve general life skills such as communication and problem-solving skills;
- To increase knowledge of training and employment opportunities in the community;
- To increase awareness of the information, resources and support

systems available to them in their community;

- To increase English language skills (ESL) and educational upgrading; and

- To develop practical employment-related skills such as job search techniques, personal presentation and work habits, and specific skills related to the field of retail.

The primary target population of the Déjà Vu Training Program is single parent women or older single women in the Pinecrest-Queensway community, whose source of income is General Welfare Assistance or Family Benefits.

The program is directed at women with serious problems in obtaining/maintaining regular work. Their barriers to employment include long periods of living below the poverty line, low levels of formal education, limited or no experience in previous jobs, long periods of time away from the standard routines and expectations of paid work, and frequently, personal and family pressures that must be addressed before regular employment becomes a reality.

Lastly, the Déjà Vu Training Program is also targeted to minority women, who bring with them a whole set of needs which must be addressed before employment can be facilitated. This includes dealing with cultural differences, discrimination and stereotyping.

The Déjà Vu Training Program is divided into two key phases. The first phase spans 13 weeks and includes orientation to the program and participant assessment; orientation to short term goals; and skills development (retail in the Déjà Vu store, computer and clerical).

The second phase (weeks 14 to 26) of the Déjà Vu Training Program focuses on orientation to long term goals, job placement with a Training Place Host, goal setting and job search techniques and practice. The program also provides on an ongoing basis a Life Skills course; career planning/job search seminars; choice of academic upgrading, literacy or ESL tutoring; special workshops and information sessions; ongoing assessment; as well as support, counselling and training for participants.

The more immediate outcomes of the Déjà Vu Training Program center on improved personal, social and work skills of participants, enhanced self-awareness, as well as an awareness of community resources and employment opportunities. The program is also intended to lead directly to employment in the retail field at an entry level or to continued education or training.

Over the longer term, the outcomes of the Déjà Vu Training Program focus on participants acquiring the necessary tools for ongoing self-direction and determination, personal development and long term employment in a satisfying career.

Key Study Assumptions and Constraints

The Déjà Vu Training Program was selected for evaluation as a part of the ERN Initiative because it was a mature program with well defined objectives and target group, innovative intervention strategies, and staff reported a high success rate for participants.

However, there were a number of factors which impacted study outcomes. Chief among these constraints were: the small number of program participants (past and present), significant difficulties in locating/reaching program graduates, and the quality of program files on individual participants (e.g., missing information).

As a result, findings for the evaluation study of the Déjà Vu Training Program are more qualitative than quantitative in nature and are based on relatively small sample sizes.

2.
EVALUATION ISSUES FOR THE DÉJÀ VU TRAINING PROGRAM

The Evaluation Assessment of the Déjà Vu Training Program identified a number of issues for the evaluation study These issues were related to three categories: program impacts, cost/benefits and alternatives. They are as follows:

PROGRAM IMPACT ISSUES

1. Did the Déjà Vu project assist participants in obtaining and maintaining employment?

2. Did the Déjà Vu project strengthen personal sense of employment readiness?

3. Did the project end/reduce the participants' dependence on social assistance?

4. Do businesses providing on-the-job training hire graduates of the programs, or recommend graduates to other employers?

5. Was training offered in skills that could be used for existing job opportunities?

6. Did the project improve the participants' financial situation?

7. Do participants experience domestic problems as a result of the program?

8. Were targets achieved or, in the absence of pre-determined targets success rates monitored?

COST/BENEFIT ISSUES

9. What were the costs of the program compared to Social Assistance?

ALTERNATIVE DELIVERY ISSUES

10. Could program elements be strengthened/added/deleted to increase the success rate?

11. Would enhanced referrals to other programs at completion increase the ultimate success rate of the program?

12. Were the selection criteria and needs analyses adequate?

13. Do project participants stay with the project for the period planned? If not, why not?

Further details on these issues, their associated research questions, evaluation indicators and data sources are available

in the report on the Evaluation
Assessment of the Pinecrest-Queensway
Déjà Vu Project.

3.
RESEARCH APPROACHES AND DATA COLLECTION METHODOLOGIES

Research Approach Used in the Déjà Vu Study

The Evaluation Study of the Déjà Vu Training Program entailed a multiple-lines of evidence approach (e.g., in-depth interviews, telephone surveys of Déjà Vu graduates and a comparison group, participant survey and focus group, file and document reviews). The research methodologies were selected on the basis of their ability to collect both quantitative and qualitative data effectively and efficiently from program decision makers and stakeholders.

Given the small absolute numbers of Déjà Vu participants, it was necessary to implement approaches that would report on causal and effect linkages through an in-depth understanding individual participants. Although quantitative data was obtained, the small sample size of program participants restricted the level of statistical analysis that could be applied. As a result, the emphasis was placed on obtaining accurate and comprehensive qualitative data on the Déjà Vu program and its outcomes.

Data Collection Methodologies

Four key data collection methodologies were used in the Evaluation Study of the Déjà Vu Training Program: in-depth interviews, interviews and a focus group with current participants, telephone surveys of graduates and a comparison group and file and document reviews. Examples of the interview guides and questionnaires used in the study are provided in Appendix I. The names of people interviewed for the Déjà Vu Evaluation Study are listed in Appendix II.

1. In-Depth Interviews

   Telephone and in-person interviews were conducted with four key groups of people: 5 Déjà Vu staff (past and present); 10 Pinecrest-Queensway Community Services Centre staff (including program graduates who were Déjà Vu Advisory Committee members); 3 Employment and Immigration Canada officials; and 13 Training Place Hosts.

   Interview guides were developed for each group in order to obtain the appropriate information. Déjà Vu staff were interviewed to obtain

information on the nature of program participants, the barriers that they face, what types of interventions appear to be most successful, program targets and achievements, funding, selection criteria, and so forth.

Pinecrest-Queensway Community Services Centre (P-QCSC) staff were interviewed because the centre offers additional programs and resources that Déjà Vu participants may have used in the past, used while in the program or used upon graduation. Consequently, P-QCSC staff are in regular contact with Déjà Vu participants and graduates and staff members have knowledge of participant needs, barriers to employment, as well as impacts of the Déjà Vu program.

Déjà Vu Advisory Committee members (those who are also program graduates) were able to provide similar information (e.g., participant needs, barriers to employment, etc.) on the basis of their experience with the program and in their role as a committee member.

Employment and Immigration Canada officials were interviewed for their views on the objectives, organization and outcomes of the Déjà Vu Training Program. Information was also obtained on selection criteria and funding issues.

Training Place Hosts for the Déjà Vu Training Program were interviewed in order to obtain information on their overall level of satisfaction with the program. TPH assessments of participant skill levels also were explored, as well as their willingness to hire these people upon graduation if a job opening would be available.

2. Participant Interviews and Focus Group

A self-administered questionnaire was completed by the current group of Déjà Vu participants in order to obtain background data on each individual. This was followed by a focus group discussion using an interview guide developed earlier. The purpose of the focus group was to provide a more relaxed setting, wherein participants could express their views on the Déjà Vu program and what it has done for them.

However, participant awareness of the fact that the program was being shut down due to a lack of funding made them reluctant to enter into in-depth discussions about Déjà Vu. In addition, the absence of the Program Manager (whose role was to facilitate discussion) compounded participant unwillingness to speak freely.

At the time of the Déjà Vu Evaluation Study, the current participants were near graduation. As a result, the interview/focus group consisted of only five respondents (three other participants were unable to attend).

3. Telephone Survey of Déjà Vu Graduates

A questionnaire was developed in order to conduct a telephone survey of program graduates. The purpose of this survey was to collect background information on each individual, to solicit their views on the program, their experiences while in the Déjà Vu, and to determine their status after graduation (e.g., working, in school or further training, etc.).

Names and telephone numbers were available for 32 Déjà Vu graduates. Fifteen could be reached for the survey. Many of the telephones had been disconnected, the individual no longer resided there, or there was repeatedly no answer at the number provided. The survey data covered respondents who had been through the program in several different years. This means that many "cohorts" of participants were covered, and that their post-program experiences were of different lengths. This causes the time reference covered by the survey to be different from some other lines of evidence that were used. The varying time frame of the survey can create genuine differences in the measurement of characteristics measured by other data sources.

A questionnaire was also developed for a telephone survey of a comparison group. It was similar to the one designed to obtain information from Déjà Vu graduates. The purpose of surveying a comparison group was to ascertain whether their employment related experiences were similar or different from those of women who had participated in the Déjà Vu Training Program.

4. File and Document Reviews

File and document reviews were conducted in order to obtain quantitative and qualitative data on Déjà Vu participants and graduates, as well as information on the program in general, its success rates, costs, and so forth.

Thirty six files on individual Déjà Vu participants, going back to October 1987, were reviewed. The quality of data maintained in each file varied, with personal information and evaluation forms missing from some files.

4.
SUMMARY OF ANALYSES

The majority of data and information for the Evaluation Study of the Déjà Vu Training Program was obtained through qualitative methods: in-depth interviews, file and documents reviews, and to a lesser degree, the focus group with current program participants. Quantitative data was collected through the telephone survey of Déjà Vu graduates, the comparison group and the questionnaire administered to current participants.

Questions in the interview guides and survey instruments were linked to specific evaluation issues, in order to facilitate organization and analysis of findings. The method of analysis was primarily qualitative, given the nature of information obtained throughout the study. However, some statistical analysis was possible on the findings from the telephone surveys.

EXHIBIT 1

MEASURES OF DÉJA VU PROJECT SUCCESS

Measure	Overall Rate	Employed	Students	Source of Criteria of Success
Timeframe, source, and year in program				
0-3 months after program, project files (ERN; 1987-1989)	78% (36/46)	63% (29/46)	15% (7/46)	funding document
0-12 months after program, (ERN; 1987-1989)	88% (42/48)	75% (36/48)	13% (12/48)	evaluation issues, ERN
0-12 months after program, (Program, 1987-1989)	93% (45/48)	*	*	funding proposal
Current employment telephone survey results (1983-1988)	67% (10/15)	47% (7/15)	20% ** (3/15)	evaluation issues, ERN
Employment at anytime after program, telephone survey results (1983-1988)	80% (12/15)	60% (9/15)	20% (3/15)	evaluation issues, ERN

* Overlap betwen employment and student status could not be eliminated.

** Time frame of student status not known exactly.

5.
STUDY FINDINGS BY EVALUATION ISSUE

The Evaluation Study of the Déjà Vu Training Program examined eleven major issue areas, some of which are composed of two specific but related sub-issues. In the following section, findings from the four key data collection methodologies are reported as they relate to each evaluation issue.

IMPACT ISSUES

Issue 1:

Did the project assist participants in obtaining and maintaining employment?

The measure of the rate at which employment resulted depends upon the time frame adopted, the criteria for success, and the source of data examined. As indicated in Exhibit 1, the overall rate of "success" ranges from 67% to 88%, with student status included as "success". Inclusion of pursuit of an educational/training upgrading alternative was accepted in the project funding document as a "successful" outcome. (Project generated statistics indicated that a 93% success rate had been attained.)

In terms of actual employment attained, the rate varies from 47% to 75%. Survey results indicated that 47% of the participants were currently employed, while 60% had held a job at some point after the program. This compares to 67% of telephone survey respondents who before the program had either never had a job, or whose most recent job had been in 1981 or earlier.

The project records indicated that 63% of the participants were placed in employment and a further 15% in studies within 3 months of program completion, for a combined rate of 78%. The funded objectives called for a combined rate of 80%.

If the evaluation time frame is extended to 12 months after the program, the combined success rate rises to 88%. A 12 month time frame was used for the benefit cost calculation, and allows for some job changing and extended job searches that are typical of this target population.

Accordingly, we concluded that the project did assist participants in obtaining employment.

Exhibit 1 provides further data on the measurement of the success of the Déjà Vu project.

Issue 2:

Did the Déjà Vu project strengthen the participants' personal sense of employment readiness?

The majority of current participants reported that the Déjà Vu program did enhance their employment readiness. Areas of greatest improvement included self-confidence, self-esteem and job-search techniques (e.g., writing a resume, handling the interview process). Only one participant felt that Déjà Vu was not very helpful because it only prepared a person for a job in the retail sector, which did not pay enough for her to hire a babysitter while working.

The majority of current participants were actively searching for work. Two were also on the waiting list for further training with the Action for Careers and Training program offered at the Pinecrest-Queensway Community Services Centre.

Déjà Vu staff (past and present) indicated that they saw evidence of the program enhancing participant employment readiness. According to staff, positive changes in both attitude and work/social skill levels were demonstrated by participants over the course of the 26 week training program. Participants had a clearer idea of what they wanted/didn't want in a job and often used their Déjà Vu experience as a "springboard" to better jobs.

Déjà Vu staff also reported that participant assertiveness, self-confidence and self-esteem increased significantly. Participants appeared to be far more capable of doing more for themselves and their families (e.g., arrange for transportation and child care, present themselves well, search for work, handle interviews, etc.) upon program completion, rather than waiting for someone else to do it for them.

Staff at the Pinecrest-Queensway Community Services Centre noted that, on the basis of their contact with Déjà Vu participants and graduates, many of these people demonstrated dramatic improvements in self-confidence and self-esteem levels. Staff also indicated that Déjà Vu graduates appeared to gain work-related skills and were more interested in longer term, career-oriented employment. P-Q staff attributed these successful outcomes to the quality of the program in general, but more particularly to the skills of the Déjà Vu Program Manager in helping these women gain self-confidence and realize their potential.

Déjà Vu documents and statistical reports clearly demonstrated that the program has a high success rate in terms of women finding employment or pursuing further training/academic upgrading upon program completion. Follow-up statistics prepared by staff in March 1989 indicate that 45 out of 48 program participants (enroled from 1987 - 1989) demonstrated evidence of "growth" within the first year (or less) after graduation. A breakdown of these statistics, (where individuals are recorded in more than one category) indicated that from this group of Déjà Vu participants:

- 45 had held or still hold full or part time jobs;
- 14 were currently involved in active job searches or exploring other options;
- 12 had returned for further schooling;
- 5 were temporarily unemployed/ 3 were permanently unemployed;
- 4 were involved in volunteer work; and
- 1 stayed at home as a result of an informed choice.

The 1989 - 1990 Déjà Vu Training Program Re-Entry Proposal submitted to EIC also contains numerous letters of support for the program in terms of its value in making participants more "job ready". Key among these are letters from Marlene Catterall, M.P., Ottawa West; the Executive Director, Family Service Centre of Ottawa-Carleton; the Coordinator of the pre-employment program for social assistance recipients in the Carlington District, Carlington Community Resource Centre; the Retail Sales Instructor, Retail Employment Programs, the Ottawa YM-YWCA; as well as letters from Pinecrest-Queensway Community Services Centre staff, Déjà Vu graduates and selected Training Place Hosts.

Issue 3:

Did the project end/reduce the participants' dependence on social assistance?

Déjà Vu staff reported that for a small majority of the participants there was definitely a reduction in their level of dependency on some form of financial assistance as a result of program completion. The reduction was primarily attributable to participants obtaining part time jobs, and therefore, requiring less assistance.

Staff also indicated that for a smaller group of participants dependency on welfare was terminated when they obtained full time work and were no longer eligible for social assistance. However, within this group, some participants left their full time jobs for a variety of reasons (e.g., pregnancy, ill health, return to school or further training, for part time work, etc.).

By definition people who face severe barriers to employment are more likely to get discouraged and require welfare. What kind of barriers do successful program participants need to deal with? One of the main problems of the participants is that they are socially isolated. (refer Table 1) The Deja Vu program encouraged the participants to get involved in volunteer groups. Forty percent of program participants indicated that they participated in community organisations, with a rate of 21% for the comparison group. A majority of the respondents indicated such participation is

a good way to get a job. Furthermore the program made them more aware of what resources are available in the community.

As confirmed by the survey results, part of the reason for this isolation is that participants lack self-confidence and self-esteem. This was in fact an area which the project addressed.

We compared participants to a group of non-participants, using a 5 point scale to measure how much of an advantage/disadvantage confidence was in approaching someone for a job and speaking to persons in authority. Participants used scale values that were 1.0 to .9 lower (on a base of 2.2) than non-participants when rating confidence as a disadvantage for them. Non participants rated confidence as a positive - an advantage in getting a job. The difference was statistically significant (See Table I).

The more participants interact with other people, the more aware participants become of what these people can do for them, and how the participant, in turn can become useful to them.

It was noticed by the program manager that there is a cause/effect problem. The desired effects or outputs of the program can be blocked by factors which the program can only partly influence. Ten out of forty participants who were studied, indicated that health problems had an impact on their ability to be gainfully employed. Furthermore, the program manager found that participants might obtain a job and then find out that they physically couldn't cope with it. In some cases participants might try to find another job within their ability, while others would give up.

One of the objectives that the project manager tries to fulfil is to teach the participants about nutrition, shopping on a small budget, health related issues and menopause.

The people who work with this target population attempted to deal with the "whole person", who may have a series of socialization and health related problems. Dealing with just one problem, attaining a job placement, was considered unlikely to generate a persistent or sustainable pattern of success by the person who is assisted.

The approach taken by the project was to attempt to assess and then offer assistance with a broad range of multiple barriers. The available data would not permit conclusive attribution of the attainment of success to this holistic approach. As an evaluation judgement, we conclude that the approach did appear to work for some individuals. It made them less dependent and helped them move into employment.

Appendix I provides a set of Tables that summarize the additional results of our survey of participants.

Issue 4 and Issue 5:

Do businesses providing on-the-job training hire graduates of the program or recommend graduates to other employers?

Was training offered in skills that could be used for existing job opportunities?

The majority of Training Place Hosts for Déjà Vu expressed a high level of satisfaction with the program in general and the trainees on placement with them. Most of the TPHs also indicated that they were willing to continue to participate in the Déjà Vu Training Program, because they could see the value of the on-the-job experience for these women and were interested in helping.

Many of the TPHs saw retail as a good, "non-threatening" **entry point** into the work force for these women, given their backgrounds and current circumstances. While a few TPHs noted that these were typically low paying jobs, there were also opportunities for advancement in that field or for transfer to another area of interest once the trainee gained confidence and some basic skills and training.

Only one TPH stated that her store was not interested in continuing to accept Déjà Vu trainees in the future. Her reasons for dissatisfaction stemmed from the fact that the trainee only showed up for 9.5 days, was unwilling to perform the "menial" tasks required of her and Déjà Vu staff were not readily available to discuss the trainees' progress and problems.

When asked to rate work-related skills, the majority of TPHs considered "arriving promptly for work" and "carrying out work responsibilities" as being the most important ones for an employee to demonstrate in order to maintain their job. Participants perceived that only moderate changes in their behaviour in this area could be attribute to the program (see Table 4). These habits appear to be difficult to change.

"Getting along with others" and "following instructions" were ranked as very important by a smaller majority of TPHs.

"Having sufficient academic training", "having their GED" and "having sufficient work experience" were rated as not very important by the majority of TPHs. Many indicated that they preferred to train employees in their own way, rather than retrain those who had learned other methods elsewhere.

In general, the majority of TPHs felt that the Déjà Vu trainees demonstrated the work-related skills that they identified as being important to keeping a job. According to TPHs, the strengths of trainees included an ability to provide good customer service, willingness to work hard and learn, being pleasant to customers and other staff, able to follow instructions well, having a positive attitude and demonstrating good technical training (e.g., handling the cash register, bills, etc.).

There is consensus between the TPHs and the participants that academic training is not very important. It appears that both parties view academic upgrading as both a longer term issue and relatively less important then certain basic skills and habits that are an immediate priority. These findings have recurred in other ERN settings, and indicate ability to present oneself in a positive manner is more important than academic skills.

The key weaknesses of Déjà Vu trainees, according to many TPHs, primarily related to the trainees not showing up for work on time or on a regular basis. In many cases, TPHs noted that the trainees had legitimate excuses (e.g., unable to find babysitter, family member ill, personal problems). However, TPHs also felt that reliability was crucial and the trainees should try harder to resolve such problems in order to be able to arrive at work regularly and on time.

A small minority of TPHs actually hired the Déjà Vu trainee upon program completion. Other TPHs expressed a willingness to hire, however, at the time there were no openings appropriate for the skills and abilities of the trainee. One other TPH was also willing to hire her trainee, however, they did not express any interest in remaining there. All of these employers indicated that they would also recommend Déjà Vu trainees to other employers if asked to do so.

Only a small minority of TPHs stated that they would not hire the trainee on placement with them. The reason for this primarily related to the trainees being unreliable (e.g., arriving late for work or not showing up).

A review of 24 Trainee Evaluation Forms in Déjà Vu files indicated that trainees generally received very positive evaluations. A high majority of these trainees were rated positively on the following criteria:

- understanding expectations of the position;
- carrying out duties;
- being pleasant and cooperative with other staff/customers; and
- punctuality, dependability and trustworthiness.

The only area where fewer trainees received positive evaluations was "taking initiative and making decisions when necessary". It should be noted that the Déjà Vu Program Manager completed these evaluation forms herself, on the basis of discussions with, and in the presence of the TPH and participant.

Déjà Vu staff (past and present) all believed that the program most definitely offered training skills appropriate for local job opportunities. The strong retail component of the Déjà Vu Training Program (e.g., the Déjà Vu store) is clearly linked to labour market demand, not only in the Pinecrest-Queensway community, but across the city and beyond.

According to staff, the high level of employee turnover in the retail field (e.g.,

as people move on to administrative/managerial positions or into another employment sector) ensures that Déjà Vu participants will have job opportunities to pursue upon graduation. While retail may traditionally be considered a low-paying, entry-level type of job opportunity, Déjà Vu staff feel it is one area that is realistically within the grasp of the program participants.

Issue 6:

Did the project improve the participant's financial situation?

The financial situation of most participants was not improved after they finished their program. Subsequently, unemployed and some employed participants once again had to rely upon some form of financial assistance (mostly social assistance).

Issue 7:

Do Déjà Vu participants experience domestic problems as a result of the program?

Interviews with Déjà Vu and Pinecrest-Queensway Community Services Centre staff revealed that a minority of participants did in fact experience some negative outcomes as a result of participating in the Déjà Vu program. However, in most cases a woman's participation only exacerbated existing difficulties in her family situation (e.g., spouse/children not liking her being away all day, spouse not used to or resenting the wife's increased assertiveness, self-confidence gained as a result of Déjà Vu). These negative impacts also tended to be short term, as the women were able to resolve them satisfactorily. However, in a few cases the participant did drop out of the program as a result of these additional pressures in their home life.

Staff also reported that participation in the Déjà Vu program has had many positive impacts on family situations. Selected examples cited by staff include spouses benefiting from participants sharing with them things they learned at Déjà Vu (e.g., how to prepare a resume, look for a job, handle an interview), as well as children becoming more involved in community activities as a result of the participants increased awareness of what resources are available.

Déjà Vu participants reported in the focus group discussion that the largest impact related to being away from their families for a longer period of time (e.g., missing their babies). They also noted that there was an increased burden in terms of being at the program all day and then having to come home and prepare meals, put the children to bed and so forth.

Issue 8:

Were targets achieved or, in the absence of pre-determined targets success rates monitored?

A review of program files/documents and interviews with Déjà Vu staff revealed that a number of reporting mechanisms are in place, in order to monitor participant progress and program

outcomes. The information collected is used both for decision-making and accountability purposes.

Initial data is collected on each participant through the Déjà Vu Training Program Application form. Program participants also complete the Déjà Vu Evaluation Form, the Déjà Vu Life Skills Evaluation Form, as well as evaluations on each staff member. The Déjà Vu Program Manager, Training Place Host and trainee together complete a Trainee Evaluation form. All this information is reviewed by staff for the purpose of monitoring participant progress and making changes to the program as required.

In addition to this, the Program Manager forwards monthly activity reports and financial statements to EIC on a regular basis. She is also required to maintain attendance reports and inform EIC every two weeks of any unauthorized absences or departures by program participants. Although Déjà Vu staff recognized the need for such reports, they were considered an added "burden" to program operations.

The EIC representative expressed satisfaction with the quality and level of reporting on the Déjà Vu program. Information provided by program staff, both written and verbal, met EIC requirements.

The Program Manager is also accountable to the Coordinator and Board of the Pinecrest-Queensway Community Services Centre. This is achieved through regular meetings with all Centre staff, a monthly Managers Report, budget presentations and an annual report prepared for the Annual General Meeting. The Coordinator of the Pinecrest-Queensway Centre expressed satisfaction with the level and quality of reporting provided on the Déjà Vu Training Program.

Program success for 1988 was defined by EIC as "The placement of a minimum of 80% of program graduates within three months of course completion. Placement shall include job placement or continued employment directed training".

Déjà Vu staff measure success in accordance with this yardstick. However, they also look at success on a broader basis, in terms of the actual progress that participants make and how they've overcome their barriers to employment. The ongoing monitoring and evaluation of the program, as described above, provide Déjà Vu staff with the necessary information to determine program impacts and outcomes.

The Program Manager was also asked by EIC to submit a one year tracking report on participants, reporting on their status at the 3rd, 6th, 9th and 12th month after program completion. This allowed EIC to determine whether placement targets were being met, as stipulated in the Agreement between EIC and the Pinecrest-Queensway Community Services Centre concerning the Déjà Vu Training Program.

EIC, the Pinecrest-Queensway Coordinator and Déjà Vu staff all reported that the information collected on a ongoing basis was adequate for their

decision-making and accountability needs. However, a review of individual participant files revealed that selected information was missing in a large minority of files. The information most frequently absent was the evaluation forms completed by Training Place Hosts and/or program participants. Staff indicated that participants occasionally kept these forms once they had been reviewed by staff.

In a number of cases, participant application forms were also incomplete (e.g, type of job last held by applicant and how long before Déjà Vu). Lastly, individual files did not record the outcome (e.g., dropped out, graduates, employed) of the participant.

COST & BENEFIT ISSUES

Issue 9:

What were the costs of the program compared to Social Assistance?

EIC funding for the Déjà Vu Training Program from January 1988 to April 1989 was $108,300 (at an average cost of $4,512.50 per participant). This level of funding was based on Déjà Vu providing staggered six-month sessions to a total of 24 participants.

The cost per placement is about $5,700 since the number of placements was less than the number of participants. Project records, the result of a telephone survey of 19 participants, and information from municipal and provincial sources have assisted us to establish that annual net welfare savings of between $112,000 to $130,000 was realized, as a minimum.

Non financial benefits do result from the project which cannot be explicitly valued in monetary terms. Stated objectives of the project include overcoming barriers to employment (considered in Issues 1 to 5). Project success in reducing barriers to employment may eventually combine with other events that would generate financially observable results. An unstated objective of the project was to "empower" women to take more control of their lives. Before their entry into the project many participants react to unfavourable employment and lifestyle problems. After counselling, some

participants do learn how to take control over their lives by setting priorities and planning how to achieve them. These kinds of benefits can be very substantial.

We conclude that on the basis of quantifiable benefits, a benefit to cost ratio of approximately 1.1 to 1 was attained by the project. This does not include potentially significant non-financial benefits from the program.

Other Observations

Déjà Vu staff and selected Pinecrest-Queensway Community Services Centre staff who were familiar with Déjà Vu funding levels, believed that its financial resources were not adequate to meet program objectives. They strongly suggested that increased funding was needed for more full time staff, as well as for better qualified staff.

According to staff, it was difficult to attract and retain well qualified and experienced staff. They attributed this to the low salaries being offered (e.g., for life skills coach, store manager), the long work hours, the stress associated with the nature of work (dealing with severely disadvantaged women) and the uncertainty of longer term employment associated with funding contracts that must be renewed annually.

Staff also believed that more funding was necessary in order for Déjà Vu to be able to provide a wider range of training opportunities. They thought that participants would benefit significantly from training in areas such as computers, or English as a second language for immigrant women.

On-site observations revealed crowded and cramped office space for the Déjà Vu program (e.g., the Program Manager shared a small office with another staff member of the Pinecrest-Queensway Community Services Centre). In addition to this, some workshops and seminars were being held in facilities designed for other purposes (e.g., the day care area in the Michelle Heights Community Centre, surrounded by toys etc.).

ALTERNATIVE DELIVERY ISSUES

Issue 10 and Issue 11:

Could program elements be strengthened / added / deleted to increase the success rate?

Would enhanced referrals to other programs at completion increase the ultimate success rate of the program?

The majority of the current group of Déjà Vu participants voiced a definite preference for the retail training component in the Déjà Vu store. They saw this as the most interesting and beneficial aspect of the program, in terms of helping them be better prepared for entering into the work force. It was a "safe" environment in which they could learn at their own pace, with individualized instruction as required.

The second most important component of the Déjà Vu program for current participants was Job Search Techniques

and Career Planning. The participants felt this was a very practical component that helped with the basics of writing resumes, submitting applications, and handling job interviews. It also increased their level of awareness of what opportunities were available to them and how to go about making the first steps toward a career.

Work placement with a Training Place Host and the Life Skills components were both ranked as third most important by the current group of Déjà Vu participants. The former allowed participants to experience a "real-life" work situation, while still in the supportive environment of the program. Life skills helped them gain self-confidence and self-esteem, which in turn, made them better prepared to find and maintain employment.

A review of the Life Skills Evaluation Forms in Déjà Vu files also revealed that past participants believed this to be a very important component of the program. Participant comments indicated that it helped them to learn about themselves, to become more assertive, confident in their own abilities, to learn how to deal with their own family as well as other people, to take charge of their life. A review of the Déjà Vu Evaluation Forms further echoed the sentiments described above.

A small majority of Training Place Hosts did not feel qualified to comment on the effectiveness of the various components of the Déjà Vu program. The remainder, however, were almost unanimous in feeling that the training participants received in the Déjà Vu store, the life skills component and work placement (in descending order) were the most important factors contributing to the success of program graduates in finding and maintaining employment.

A few TPHs believed that trainees should be screened more carefully in terms of their readiness for work placement. Some of the TPHs also thought they should receive more background information on the individual so that they could be better prepared to work with the trainee. One TPH thought that the retail training provided in the Déjà Vu store could be improved. However, this TPH also acknowledged that this would require additional funding for the program.

Déjà Vu staff (past and present) all believed that the life skills component of the program was crucial and most effective in contributing toward longer term success of participants. The practical, hands-on training provided in the non-threatening environment of the Déjà Vu store was considered to be next most important. However, according to staff it was the combination of these two components that best met the needs of program participants. Work placements were ranked as third most important because they gave trainees the opportunity to apply their newly acquired skills and knowledge to a "real-life" situation.

Déjà Vu staff did acknowledge that some of the program components might be available elsewhere in the community. However, they were also of the opinion

that a key success factor of the program was related to the combination of components and the group dynamics and support available to the women in one setting. ESL was the only component that was handled in the community and not by Déjà Vu staff.

Issue 12:

Were the selection criteria and needs analyses adequate?

Employment and Immigration Canada officials believed that the current selection criteria, as established by Treasury Board for Job Re-Entry programs such as the Déjà Vu Training Program, were appropriate and adequate. Prior to July 1988, the selection criteria did not allow women to apply if they had held some type of job within the past three years, even if that work had only lasted a short time. Amendments to this restriction made the selection criteria for program participants more realistic and better geared to the needs of the target populations, according to EIC officials.

Déjà Vu and Pinecrest-Queensway staff all believed that there could be further improvements to EIC criteria for entry into the Déjà Vu Training Program. They indicated that the existing criteria (e.g., being on social assistance) excluded certain groups of women who could potentially benefit from participation in such a program. These "excluded" groups included immigrant women who, according to staff, tended not to apply for social assistance. However, many of these immigrant women did not have the social and work-related skills necessary to find/maintain meaningful employment.

The "working poor" were another excluded group. Staff noted that many women were ineligible for social assistance because their husbands were working or they themselves held a low paying job. However, they still needed the training that a program such as Déjà Vu could provide in order to better their situation and prevent the probability of their ending up on social assistance.

The last excluded group, according to staff, were women who were receiving Unemployment Benefits as a result of having worked for short periods of time. Many of these women, while able to find work, were still only getting "dead end" jobs that tended to keep them at a low income level. These women tended to have little opportunity for advancement because they lacked the necessary knowledge, skills and/or training that could lead to longer term jobs or even a career in their area of interest. The potential for their regression to social assistance was, therefore, a concern.

Once the official selection criteria are satisfied and a woman is considered eligible for participation in Déjà Vu by EIC, then she is furthered screened by the Program Coordinator. At this level, the selection criteria tended to be very flexible, according to program staff, to ensure that those women genuinely needing the training could participate.

The Déjà Vu Program Coordinator indicated that applicants were only excluded if they demonstrated severe

problems related to alcohol and/or drugs, or were suffering from severe psychiatric disorders or physical disabilities. The Déjà Vu program was not capable of or equipped to deal with such difficult cases. The presence of such women would be too disruptive to other participants.

This second level of selection criteria were generally perceived as being fair both by program participants and staff of the Déjà Vu program and the Pinecrest-Queensway Community Services Centre.

Reviews of Déjà Vu files and statistics demonstrated that the program was also basically meeting the EIC requirement to fill positions with representation from visible minorities, Natives and disabled women. A Statistical Progress Report prepared by Déjà Vu staff indicated that out of the 25 women served by the program from February 1987 to April 1988:

- nine women or 36% were from a minority group (EIC target was 50%);
- four women or 16% were disabled (EIC target was 10%); and
- two women or 8% were Natives (EIC target was 5%).

Targets identified in the Déjà Vu Training Program Re-Entry Proposal 1989 - 1990 demonstrate a continued commitment to meeting EIC equity requirements as a part of the selection criteria.

Issue 13:

Do Déjà Vu participants stay with the project for the period planned? If not, why not?

Déjà Vu staff report that the dropout rate for the program tends to be relatively low. According to Déjà Vu staff, dropouts tend to occur around the 8th week into the program and then again during the 19th and 20th weeks. The first surge in dropout rates can be attributed to many of the women asserting their new-found independence and wanting to test the staff. This may also be a stressful point in the program, as the women prepare to move on to the next step of work placement. The latter surge can often be linked to the participants finding employment, having already gained numerous skills through the Déjà Vu Training Program.

Staff indicated that the desire to dropout is always discussed with the participant, in order to ascertain why and what might be done to overcome any problems the woman is experiencing. In a few cases, Déjà Vu staff and the participant will mutually agree that the program is not meeting the individual's needs and a referral may be made to another more appropriate resource in the community. A review of Déjà Vu statistics showed that during the times period from February 1987 to April 1988, twenty five women were enroled in Déjà Vu and nineteen completed the program, while in 1986 - 87, nineteen out of twenty six participants completed the program. The prime reasons for early termination related to the participants finding

employment, returning to school or experiencing personal or health related problems.

Déjà Vu staff indicated that they also have the authority to terminate a client's participation in the program. However, to date, this prerogative has been rarely exercised by staff. They would do so only in those cases where the participant was unwilling to do something about a severe alcohol or drug related problem.

6.
CONCLUSIONS AND RECOMMENDATIONS

On the basis of findings from the Evaluation Study of the Déjà Vu Training Program, a number of conclusions and recommendations have emerged. They are presented under the three categories of: Impact Issues, Cost & Benefit Issues and Alternative Delivery Issues.

In addition to the conclusions and recommendations that are directly related to the evaluation issues, study findings also led to the development of conclusions and recommendations on apparent barriers to the effectiveness and/or success of training programs such as Déjà Vu. These are also discussed below.

Déjà Vu Study Conclusions

IMPACT ISSUES

The Déjà Vu Training Program makes a positive contribution toward enhancing the "job-readiness" of participants by: overcoming barriers to employment; providing them with the basic skills and training necessary for finding/maintaining employment; or encouraging them to pursue further employment-related training/academic upgrading.

In the short term, participant dependency on social assistance is reduced in most cases and occasionally ended as a result of the Déjà Vu program. Longer term reduction or termination of participant need for welfare support as a result of the program, is not as clearly evident.

EIC selection criteria for Déjà Vu exclude groups of women in the local community who have a definite need for the training and interventions provided by the Déjà Vu Training Program.

Training Place Hosts generally perceive Déjà Vu as producing "job-ready" graduates. Local businesses do hire graduates of the Déjà Vu Training Program when they have job opportunities appropriate for the skills and training of these women.

Unreliability (e.g., being late or absent from work) as a result of personal problems (e.g., illness in family, unable to arrange for child care) continues to be a major barrier to employment for many Déjà Vu participants.

The Déjà Vu Training Program demonstrates a relatively low dropout rate. This is primarily attributable to careful pre-screening of applicants by program staff and ongoing monitoring and support, which ensures that potential

problems are identified and dealt with appropriately.

Negative outcomes experienced by Déjà Vu participants as a result of being in the program are generally short term and satisfactorily resolved by participants. They are also offset by many positive (and unintended) outcomes attributable to the Déjà Vu program (e.g., participant's spouse finds job because she helped him with application, resume, etc.).

EIC and Déjà Vu program management have adequate information for decision-making and accountability purposes. However, the level of reporting required by EIC for ongoing monitoring purposes (e.g., financial, attendance and other reports) and renewal of funding is burdensome for Déjà Vu staff.

The quality of Déjà Vu files on individual participants is inconsistent and relatively poor (e.g., information is frequently missing). There is a need for a documented pre- and post-program assessment of participants so that individual progress can be measured and reported.

COST & BENEFIT ISSUES

Net savings of social assistance of $112,000 to $130,000 compared to program funding of $108,300. The program did attain a positive ratio between benefits and costs of approximately 1.1 to 1.

The level of resources (budget, numbers and quality of staff) is not adequate to fully meet program objectives. There is a need for increased funding to: hire more full time staff to alleviate the long working hours of existing staff; attract better qualified staff who could provide more sophisticated levels of interventions and training; provide a wider range of needed training opportunities; as well as allow for improvements to existing facilities.

ALTERNATIVE DELIVERY ISSUES

The nature of the clientele served by the Déjà Vu Training Program requires a combination of basic interventions (e.g., Life Skills, information sessions, counselling) and practical training (e.g., job search techniques, the Déjà Vu store, work placement with a TPH) in order for the program to be effective and successful.

Referring participants to other resources in the community for these modules would deny them the benefit of the support and group dynamics offered within the Déjà Vu environment. However, the program should continue to refer participants to existing community

resources for English as a second language training, as required.

APPARENT BARRIERS TO PROGRAM EFFECTIVENESS AND SUCCESS

The Pinecrest-Queensway Community Services Centre, with responsibility for negotiating program funding, and Déjà Vu do not have the time, staff or sophistication to seek out the multiple sources of funding necessary for ensuring the successful continuation of the Déjà Vu Training Program.

The extent of paperwork associated with obtaining (e.g., writing detailed and lengthy proposals) and accounting for (e.g., Déjà Vu monthly expense reports are detailed to the point where the Pinecrest-Queensway Centre must account for how many sheets of paper were photocopied for individual programs) federal funding are barriers to Déjà Vu applying for multiple sources of funding.

The EIC decision-making process associated with granting or denying funding is not clear to program staff submitting the proposal. Consequently, staff do not really understand why funding is denied when they believe that they submitted a proposal that met all EIC requirements.

Once funding to a program like Déjà Vu, that has been in existence for a number of years, is interrupted it is very difficult for the program to get started again. Valuable resources (e.g., people, and in the case of Déjà Vu, the store) are lost and it may not always be possible to regain them.

Recommendations

The recommendations developed on the basis of study findings and conclusions are divided into two groups. The first set of recommendations are generally directed at improving the implementation and ongoing operations of programs similar to Déjà Vu. The second group of recommendations are more specifically directed at enhancing the relationship between the funding body, EIC in this case, and job preparation programs like Déjà Vu.

PROGRAM IMPLEMENTATION AND OPERATIONS

EIC should review the selection criteria for employment preparation programs like Déjà Vu, in order to ensure that groups who genuinely require the assistance are not excluded.

Programs should ensure that when they develop their budget for a funding proposal they do not underestimate their staffing and resource requirements.

Programs should establish a system for conducting a pre- and post-program assessment of each participant, using the same instrument, for the purpose of measuring an individual's progress. The results of this process should be documented and maintained in participant files.

Programs should ensure that the information contained in participant files is complete and final outcomes (e.g., dropped out, graduated) are documented. Nor should participants be permitted to keep file material in their own possession. Material can be reviewed by a participant with a staff member or copies can be distributed if necessary.

Mechanisms for evaluating participants (e.g., by program staff or Training Place Hosts) should be examined to ensure that they are meaningful and provide constructive direction to the participants. Overly positive evaluations whose chief intent appears to be to boost a participant's self-esteem or confidence, can be detrimental when unjustified.

EIC RELATIONSHIPS WITH EMPLOYMENT PREPARATION PROGRAMS

An ombudsmen-like office should be established in order to assist programs in identifying all potential sources of funding, act as a liaison between the funding body(ies) and applicant(s), as well as assist programs with the application process through the provision of advice and guidance.

Federal funding agencies should attempt to reduce the amount of "paperwork" associated with programs trying to obtain and account for funding. By doing multiple evaluations of employment preparation programs, we were able to observe an instance where a program deliberately switched from federal to provincial funding because of the burdensome reporting and accountability requirements at the federal level.

Funding agencies should accept a broader definition of the term "job-ready".

Funding agencies should establish multiple criteria for what would constitute successful program outcomes, beyond the obtainment of employment or enrolment in further employment-related training and/or academic upgrading. This would allow programs, who take severely employment disadvantaged participants, to demonstrate some measure of success even if they only start to reduce barriers.

APPENDIX I

SUMMARY OF KEY RESULTS OF SURVEY OF PARTICIPANTS

TABLE 1

Factors That Might Help or Create Difficulties for People Looking for Work

(Average Scores Indicated by Participants)

Questionnaire Items	Comparison Participants	Group	SS
Baby-sitting arrangements	1.3	1.8	
Support by other adults for your efforts to work	3.2	3.2	*
Knowing people who could hire you	2.2	3.5	
Getting to and from work	2.5	2.9	
Hearing about possible jobs from friends and acquaintances	2.5	3.5	*
Job opportunities in places you realistically can get to	2.6	2.9	
Confidence in yourself to approach someone for a job	2.2	3.3	*
Education	2.5	3.2	
Work experience	1.9	3.4	
Enthusiasm for work	3.1	3.4	
Habits concerning use of alcohol	2.8	3.2	
Habits concerning use of drugs	2.8	3.2	*
Confidence in speaking to someone in a position of authority	2.2	3.1	*
Training for jobs that are available	2.9	3.6	*
Health	2.9	4.9	*
Ability to get along with others	3.5	3.8	*
Being in school of other training programs that took up time	3.1	2.9	*
Raising a family	1.8	2.4	*

* Meets .06 level of Statistical Significance

1 = Major disadvantage
2 = Somewhat of a disadvantage
3 = Neutral
4 = Somewhat of an advantage
5 = Major advantage
9 = DK/NR

TABLE 2

Component of the Program and How It Helped You Feel More Employable

(Average Scores Indicated by Participants)

Questionnaire Items	
English as a second language	5.0
Information sessions	4.4
Work Placement with training place host	4.2
Job search techniques and career planning	4.1
Life skills course	4.1
Déjà vu retail training	3.9
Dress for Success seminar	3.8
Academic upgrading	3.3

1 = Not at all helpful
2 = A little helpful
3 = Somewhat helpful
4 = Moderately helpful
5 = Very helpful
9 = DK/NP

TABLE 3

Did Participation in the Déjà Vu Program Help Participants to Improve Various Skills

(Average Scores Indicated by Participants)

Questionnaire Items	
ITEMS WITH HIGH SCORES	
Ability to communicate	4.7
Self-confidence	4.5
Ability to work in cooperation with others	4.5
Overall, your general job search skills	4.5
Writing a resume	4.3
Contacting an employer over the telephone	4.2
Ability to negotiate with other	4.2
Motivation to work	3.8
ITEMS WITH LOW SCORES	
Ability to talk about yourself to an employer in a job interview	4.1
Knowledge about resources in the community to assist you to get and keep a job	4.0
Willingness to keep looking for work even when there are no jobs in the paper	4.0
Ability to get to know people who are in a position to hire you if a job were available	3.9
Ability to get asked to come to a job interview	3.9
Ability to solve problems	3.9
Accurate completion of a job application form	3.8
Finding job opportunities	3.7
Ability to listen to constructive criticism	3.7

1 = Not at all helpful
2 = A little helpful
3 = Somewhat helpful
4 = Moderately helpful
5 = Very helpful
9 = Do not know

TABLE 4

Positive Change in Various Work Related Skills Because of Your Participation in Déjà Vu

Questionnaire Items

ITEMS WITH HIGH SCORES

Overall your general work related skills	4.4
Working together with other employees	4.3
Confidence in your work	4.3
Ability to go to work regularly, in spite of other problems you may be having	4.2
Making good use of your time	4.2

ITEMS WITH LOW SCORES

Ability to work when you are under pressure	3.8
Keeping employers informed about absences from work	3.7
Completing tasks within a time limit	3.7
Working with the same level of supervision as everyone else at work	3.7
Dressing appropriately for the job	3.6
Getting to and from work	3.5
Taking directions from people in authority in the workplace	3.5
Ability to be on time	3.5
Making necessary arrangements so you could go to work	3.3

1 = Not at all helpful
2 = A little helpful
3 = Somewhat helpful
4 = Moderately helpful
5 = Very helpful
9 = Do not know

APPENDIX II

PEOPLE INTERVIEWED FOR THE DÉJÀ VU EVALUATION STUDY

PEOPLE INTERVIEWED FOR THE DÉJÀ VU EVALUATION STUDY

1. Officials at Employment and Immigration Canada

   - Yvonne Larabie - Program Manager, Job Entry
   - Mary-Margaret Lacompte - Supervisor, Canada Employment Centre
   - Joy Baxter - former Program Manager, Job Entry (responsible for Déjà Vu monitoring, funding)

2. Déjà Vu Staff

   Kate Mullen - Program Manager

   Anne Speak - Life Skills Coach

   Sue Langlois - former Program Manager

   Michael Sole - former Program Manager

   Lisa McRobert - former Assistant to Program Manager

3. Pinecrest-Queensway Community Services Centre Staff

   - Sandra Mark - Coordinator of the P-Q Centre
   - Melissa Rowe - Coordinator of the Visible Minority Outreach Program
   - Bonnie Dinning - Coordinator of the Health Clinic
   - Sharon Singleton - Coordinator of the Action and Careers Training (ACT) Program
   - Mary Dunn - Crisis Intervention Worker
   - June Kvamme - Coordinator of the Crescendo Program
   - Kim Hiscott - P-Q Nursery School
   - Noelle McHugh - Social Worker, Children's Aid Society

4. Déjà Vu Advisory Committee Members

   - Jeanette McKewan - former Déjà Vu graduate and committee member

- Morena Aquilar - former Déjà Vu graduate and committee member

5. Déjà Vu Training Place Hosts

Mrs. D. Bowie - Zellers Ltd., Carlingwood

- Ms. Jeanette Durocher - Kids Port Canada
- Mr. Denis Mercer - IGA, Lincoln Heights
- Mr. A. Klein - Suprima Discount Pet Shop
- Mr. Michaud - Giant Tiger
- Ms. Nicole Blais-Dionne - F. Flower Design
- Mrs. S. Sullivan - Sears Ltd., Carlingwood
- Mrs. S. Quinlan - Woolco Department Stores, Lincoln Heights
- Mrs. Draper - Zellers Ltd., Pinecrest Mall
- Mrs. Sodja - Penningtons, Bayshore
- Ms. Jennifer Moore - Afterthoughts, Lincoln Heights
- Ms. Doris Anstiss - Reitman's, Carlingwood
- Mr. Agarwala - Towers